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1905/06

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# Greensboro Female College



UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

GREENSBORO, NORTH CAROLINA



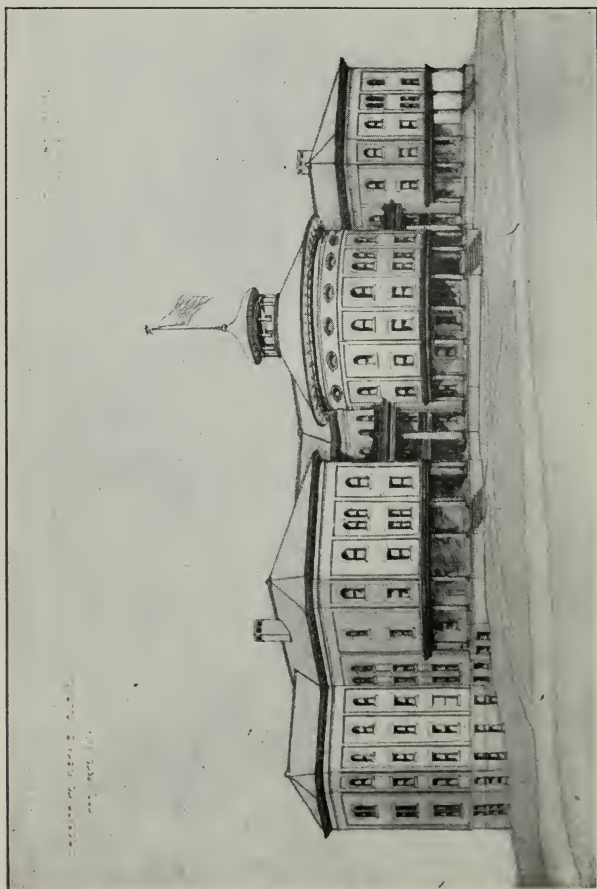
UNIVERSITY OF ILLINOIS,

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FIFTY-NINTH ANNUAL CATALOGUE

UNIVERSITY OF ILLINOIS

OF OFFICERS AND PUPILS OF

PRESIDENT'S OFFICE

# Greensboro Female College

GREENSBORO, NORTH CAROLINA

1905 = 1906

AND

Announcement for Nineteen and Six and Seven



PRESS OF  
JOS. J. STONE & COMPANY  
GREENSBORO, N. C.

# COLLEGE CALENDAR

1906-1907

SEPTEMBER, 1906							DECEMBER, 1906							MARCH, 1907						
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9	10	11	12	13	14	15	9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	16	17	18	19	20	21	22	17	18	19	20	21	22	23
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30	..	..	..	..	..	..	30	31	..	..	..	..	..	31	..	..	..	..	..	..
OCTOBER, 1906							JANUARY, 1907							APRIL, 1907						
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NOVEMBER, 1906							FEBRUARY, 1907							MAY, 1907						
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# CALENDAR FOR 1906-1907

1906

September 11 }  
September 12 } Entrance Examinations  
September 13 }

Tuesday, Wednesday, and Thursday.

September 12—Wednesday, 8.40 o'clock a. m.

Fall Term begins.

September 14—Friday, 9 o'clock a. m.

Recitations begin.

November 29—Thursday.

Thanksgiving Day—a holiday.

December 4—Tuesday, 9 o'clock a. m.

Fall Examinations begin.

December 8—Saturday, 4 o'clock p. m.

Fall Examinations end.

December 25—Tuesday,

Christmas Recess.

1907

January 15—Tuesday, 4 o'clock p. m.

Fall Term ends.

January 16—Wednesday, 8.40 o'clock a. m.

Spring Term begins.

February 22—Friday.

Washington's Birthday—a holiday.

March 5—Tuesday, 9 o'clock a. m.

Intermediate Examinations begin.

March 9—Saturday, 4 o'clock p. m.

Intermediate Examinations end.

May 6—Monday, 4 o'clock p. m.

Graduating Theses due.

May 14—Tuesday, 9 o'clock a. m.

Final Examinations begin.

May 18—Saturday, 4 o'clock p. m.

Final Examinations end.

May 21 } Tuesday and Wednesday.

May 22 } Commencement Exercises.

## BOARD OF TRUSTEES

J. A. LONG, President

C. H. IRELAND, Secretary

C. A. BRAY, Treasurer

JNO. L. BORDEN

C. E. KRAMER

H. A. PAGE

E. A. POE

J. P. REDDING

L. L. SMITH

M. D. STOCKTON

JNO. A. YOUNG



**FACULTY AND OFFICERS**  
**FOR THE SCHOLASTIC YEAR 1905-1906**

**MRS. LUCY H. ROBERTSON**

[Misses Nash and Kollock's School. C. B. F. Institute]  
President

**GEO. S. WILLS**

[Ph. B. University of North Carolina (1889); Ph. M. University of North Carolina (1896); A. M. Harvard University (1898)]  
English and Philosophy

**MISS ANNIE M. PEGRAM**

A. B. Trinity College (1896); A. M. (1901); [1904-5 Columbia University]  
Mathematics

**MISS EDNA M. FISHER**

[Graduate in Latin, Central University of Kentucky]  
Latin and Spanish..

**MISS SALLIE J. DAVIS**

[Mary Baldwin School; State Normal and Industrial College; Graduate Courses in History in Trinity College, N. C., and University of Pennsylvania]  
History

**MISS BLANCHE H. GUNN**

[A. B. Trinity College]  
French and German

**MISS EMMA C. PAGE**

[Misses Nash & Kollock's School; Scarritt Bible and Training School]  
Bible

**MISS ALICE V. WILSON**

[S. B. Massachusetts Institute of Technology]  
Science

FREDERICK W. KRAFT, A. L. C. M.

[London, Berlin, Milan, New York]

Director of Music

MISS ETHEL EDNA BLALOCK

[Graduated in Music, Greensboro Female College, 1900]

Piano and Voice Culture

MISS BLANCHE ETTA SHATTUCK

[Graduate and Post-Graduate of Boston School of Expression]

Expression and Physical Culture

MISS E. J. PORTER

[Graduated New York School of Design. Pursued Graduate Courses in  
Art in New York City and Paris]

Art

MISS MARTHA S. DOZIER

[Graduate Greensboro Female College; Studied at Eastman Business  
College, Poughkeepsie, N. Y.]

Business Department

MISS FANNIE ARMFIELD

Supervisor of Health

MRS. JENNIE HANCOCK

Matron

REV. G. H. DETWILER

Chaplain

REV. W. M. CURTIS

Secretary and Treasurer

LETITIA EVANS

Registrar

**STUDENTS ENROLLED, 1905-1906****SENIOR CLASS**

Chaffin, Helen Early.....	North Carolina
Clegg, Cornelia Bynum.....	North Carolina
Donnell, Cora Turrentine.....	North Carolina
Kramer, Eva Marie.....	North Carolina
*Lawrence, Gertrude Elizabeth.....	North Carolina
Mayes, Hallie Woolfolk.....	North Carolina
Mayo, Adeline Ritch.....	North Carolina
Rone, Roberta Bell .....	North Carolina
Whitaker, Bessie.....	North Carolina
*Winslow, Celia Miltiere.....	North Carolina

**JUNIOR CLASS**

*Andrews, Onnie Parker.....	North Carolina
Blanchard, Janie Anderson.....	North Carolina
Broome, Nellie Moye.....	North Carolina
*Burns, Ada May.....	North Carolina
*Connelly, Sarah Louise.....	North Carolina
Dalton, Bertha Elsie.....	North Carolina
Fry, Mary Lewis.....	North Carolina
*Gulley, Sudie Kerr.....	North Carolina
*Gray, Fannie Irene.....	North Carolina
Ingram, Frances Braxton.....	North Carolina
Jones, Annie Kate.....	North Carolina
*Mayo, Elizabeth Royster.....	North Carolina
Smith, Patsy.....	North Carolina
Ware, Clara Ernestine.....	North Carolina

**SOPHOMORE CLASS**

*Best, Mary Louise.....	North Carolina
Carson, Bessie Katharine.....	North Carolina

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\*Irregular; did not complete all the studies in the class

*Claywell, Katharine.....	North Carolina
*Crawford, Lizzie Pullen.....	North Carolina
*Craig, Gracie Odell.....	North Carolina
*Doggett, Elizabeth Belle.....	Virginia
*Duncan, Lollie May.....	North Carolina
*Edwards, Annie McKinnie.....	North Carolina
*Evans, Mabel Augusta.....	North Carolina
Fulton, Josie Bowden.....	North Carolina
*Foy, Mary Grace.....	North Carolina
Hales, Ethel Lee.....	North Carolina
Ham, Myrtie.....	North Carolina
Herring, Margaret Mathis.....	North Carolina
Idol, Elizabeth Vera.....	North Carolina
*Loftin, Lettie Inez.....	North Carolina
*Long, Dora Bertha.....	North Carolina
McGirt, Evelina.....	North Carolina
McPhail, Ellen.....	North Carolina
*Rountree, Frances Adeline.....	North Carolina
Summersett, Margaret.....	North Carolina
*Sparger, Helen Jessie.....	North Carolina
Smith, Marianne Waterall.....	South Carolina
*Strickland, Allie Gray.....	North Carolina
*Stockton, Martha Kerr.....	North Carolina
Whitaker, Annie.....	North Carolina
Young, Carrie.....	North Carolina

### FRESHMAN CLASS

*Baxter, Amanda.....	North Carolina
*Booe, Sarah Clement .....	North Carolina
*Blackmon, Theodosia Gertrude.....	North Carolina
Brinton, Lola Jones.....	North Carolina
*Connally, Mildred Williams.....	North Carolina
*Creef, Hattie.....	North Carolina
*Dixon, Maybelle.....	North Carolina

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\*Irregular; did not complete all the studies in the class

Davenport, Carrie Nicholls.....	North Carolina
Detwiler, Anna Willie.....	North Carolina
*Davis, Carrie Belle.....	North Carolina
*Dick, Mary Eloise.....	North Carolina
*Everett, Martha Washington.....	North Carolina
*English, Elizabeth Stuart.....	North Carolina
Ferguson, Lillian Evelyn.....	North Carolina
*Glover, Mary Austin.....	North Carolina
*Gibson, Sallie Drake.....	North Carolina
*Graham, Myrtle Gaither.....	North Carolina
*Galloway, Ida.....	North Carolina
*Houston, Leslie .....	North Carolina
*Hendley, Alma Louise.....	North Carolina
Morton, Rosa May.....	North Carolina
*Mosley, Maude Lucretia.....	North Carolina
*Merritt, Annie.....	North Carolina
*McKay, Lura Wheeler.....	North Carolina
*McCall, Fannie Elliott.....	North Carolina
*McMasters, Gertrude Lucinda.....	North Carolina
*Pace, Nettie.....	North Carolina
Poe, Josie Wheeler.....	North Carolina
*Pruden, Virgie Lee.....	North Carolina
*Reddeck, Norma Culbreth.....	North Carolina
Richardson, May Norris.....	North Carolina
*Styers, Joye Ellen.....	North Carolina
Suit, Clara Belle.....	North Carolina
Sherrod, Deborah Lewis.....	North Carolina
*Sears, Annie.....	North Carolina
*Taylor, Lillie May.....	North Carolina
*Templeton, A. Lee.....	North Carolina
*Winstead, Grace Elwyn.....	North Carolina
Winstead, Alma Lee.....	North Carolina
*Whitley, Eula Marie.....	North Carolina
*Williams, Rie Alston.....	North Carolina

*West, Mabel Seth.....	North Carolina
*Wiley, Gussie Smith.....	North Carolina
Yow, Lillian.....	North Carolina

**SPECIAL CLASS**

Adams, Elizabeth .....	North Carolina
Armentrout, Maude Acker.....	North Carolina
Bynum, Fleta Watkins.....	North Carolina
Banks, Kathryn.....	North Carolina
Bruton, Vannie Lillian.....	North Carolina
Bandy, Bessie.....	North Carolina
Bergnes, Winidilda .....	Cuba
Bru, Amelia .....	Cuba
Cooke, Eleanor.....	North Carolina
Cox, Lillie Martin.....	North Carolina
Corbin, Julia Cane.....	Virginia
Curtis, Lucy Kendall.....	North Carolina
Chappell, Hattie V.....	North Carolina
Chappell, Pattie.....	North Carolina
Claiborne, Henry G.....	North Carolina
Dick, Sadie Lindsay.....	North Carolina
Ellis, Flora Temperance.....	North Carolina
Fields, Mamie.....	North Carolina
Frizelle, Etta Steel.....	North Carolina
Fulton, Mary Frances.....	North Carolina
Fox, Flora Alice.....	North Carolina
Gorrell, Vera Frances.....	North Carolina
Gaskill, Grace.....	North Carolina
Hogg, Gaery Dee.....	Kentucky
Holt, Nina Fleetwood.....	North Carolina
Hedgepeth, Lorena Pleasants.....	North Carolina
Hall, Ava Neal.....	North Carolina
Howard, Lola Bell.....	North Carolina
Husband, Ethel Broughton.....	North Carolina

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\*Irregular; did not complete all the studies in the class

Johnson, Lena May.....	North Carolina
Johnson, Sallie Lee.....	North Carolina
Jenkins, Willie.....	North Carolina
Jones, Willie Leuko.....	North Carolina
Jones, Florence.....	North Carolina
Jackson, Hattie Osmore.....	North Carolina
Kramer, Maude Holmes.....	North Carolina
Kirkman, Lucy White.....	North Carolina
Kearns, Nan.....	North Carolina
Leak, Jessie.....	North Carolina
Leak, Mabel.....	North Carolina
Lowrey, Boyd.....	North Carolina
Litaker, Lucy Lee.....	North Carolina
Lineberry, Laura Edna.....	North Carolina
Long, Marjorie.....	North Carolina
Mebane, Fannie Murphy.....	North Carolina
Murrow, Virginia Grace.....	North Carolina
Murrill, Annie Ward.....	North Carolina
McCormic, Bessie Wyghtman.....	North Carolina
McCormic, Lena Esten.....	North Carolina
Martin, Lela Lillian.....	North Carolina
Minshew, Effie.....	North Carolina
Merrimon, Mary Paxton.....	North Carolina
Miles, Lula Geneva.....	North Carolina
McAdoo, Mary Isabella.....	North Carolina
Payne, Lillian Eva.....	North Carolina
Perry, Edith Juliet.....	North Carolina
Preslar, Wilma Leola.....	North Carolina
Palmer, Sabra Staley.....	North Carolina
Palmer, Dora Sylvina.....	North Carolina
Pemberton, Mary Louise.....	North Carolina
Rowland, Madge.....	North Carolina
Richardson, Laurin.....	North Carolina
Robeson, Angus Claude.....	North Carolina
Ridge, Mabel Claire.....	North Carolina
Rogers, Leah.....	North Carolina

Smothers, Effie Wade.....	North Carolina
Stafford, Laura Lake.....	North Carolina
Summers, Sallie.....	North Carolina
Summers, Dora Cassie.....	North Carolina
Stockton, Willie Virginia.....	North Carolina
Seay, Elizabeth Wilson.....	North Carolina
Scarborough, Caramia .....	North Carolina
Taylor, Georgia Annis.....	North Carolina
Thompson, Clara.....	North Carolina
Taylor, Bessie Weatherly.....	North Carolina
Taft, Lula Barlette.....	North Carolina
Turner, Pattie Mangum.....	North Carolina
Tate, Kate Vance.....	North Carolina
Tate, Grace .....	North Carolina
Tate, Ruth .....	North Carolina
Thomson, Elizabeth .....	North Carolina
Thomson, Louise .....	North Carolina
Troy, Ethel Long.....	North Carolina
*Umstead, Annie .....	North Carolina
Womack, Marion Leak.....	North Carolina
Ware, Lucy Alice.....	North Carolina
Whitaker, Ruth.....	North Carolina
Ware, Annie Miller.....	North Carolina
Wooten, Julia Louise.....	North Carolina
West, Edith Inez.....	North Carolina



# CLASSIFICATION ACCORDING TO STUDIES

## ANCIENT AND MODERN LANGUAGES

### LATIN

Baxter, Amanda	Hendley, Alma
Blanchard, Janie	Hogg, Gaery Dee
Best, Mamie	Hales, Ethel
Booe, Sarah	Ham, Myrtle
Burns, May	Herring, Margaret
Carson, Bessie	Idol, Vera
Chaffin, Helen	Ingram, Frances
Connally, Mildred	Jones, Annie Kate
Cox, Lillie	Kramer, Marie
Craig, Gracie	Leak, Mabel
Creef, Hattie	Long, Marjorie
Davenport, Carrie	Long, Bertha
Davis, Carrie	Loftin, Lettie
Dalton, Bertha	McCall, Fannie
Detwiler, Anna	McKay, Lura
Duncan, Lollie May	Merritt, Annie
Doggett, Belle	Moseley, Maude
Evans, Mabel	McGirt, Evelina
Edwards, Annie	McPhail, Ellen
Ferguson, Lillian	Pace, Nettie
Frizelle, Etta	Poe, Josie
Foy, Grace	Preslar, Leola
Fulton, Josie	Reddeck, Norma
Fry, Mary	Rone, Rob
Galloway, Ida	Richardson, May Norris
Gibson, Sallie	Sears, Annie
Glover, Mary	Sherrod, Deborah
Graham, Myrtle	Sparger, Helen
Gray, Fannie	Stockton, Willie

*Page Fourteen*

Stockton, Mattie  
Strickland, Allie  
Styers, Joye  
Suit, Clara  
Smith, Marianne  
Summersett, Maggie  
Taylor, Lillie  
Templeton, A. Lee  
Troy, Ethel

*Greensboro Female College*

Winstead, Alma  
Winstead, Grace  
Whitley, Eula  
Wiley, Gussie  
Whitaker, Annie  
Winslow, Celia  
Ware, Clara  
Wooten, Julia  
Young, Carrie  
Yow, Lillian

SPANISH

Clegg, Cornelia

Mayo, Elizabeth  
Ware, Clara

FRENCH

Andrews, Onnie  
Blanchard, Janie  
Burns, May  
Carson, Bessie  
Craig, Grace  
Connelly, Louise  
Duncan, Lollie May  
Donnell, Cora  
Edwards, Annie  
Evans, Mabel  
Foy, Grace  
Fulton, Josie  
Fry, Mary  
Gray, Fannie  
Hales, Ethel  
Herring, Margaret  
Idol, Vera  
Ingram, Frances

Jones, Annie Katé  
Loftin, Lettie  
Long, Bertha  
Lawrence, Gertrude  
McGirt, Evelina  
McPhail, Ellen  
Mayo, Adeline  
Richardson, May Norris  
Rountree, Adeline  
Smith, Marianne  
Stockton, Mattie  
Smith, Patsy  
Taylor, Lillie  
Thompson, Clara  
Troy, Ethel  
Whitaker, Annie  
Whitaker, Bessie  
Young, Carrie

GERMAN

Crawford, Lizzie	Ham, Myrtie
English, Beth	Pemberton, Mary
Fox, Flora	Starr, Lela
Houston, Lessie	Summersett, Margaret
	West, Mabel

**MUSIC DEPARTMENT**

**PIANO PUPILS**

Armentrout, Maud	Gaskill, Grace
Bandy, Bessie	Hall, Ava
Baxter, Amanda	Holt, Nina
Bergnes, Winidilda	Houston, Lessie
Best, Mamie	Howard, Lola
Blanchard, Janie	Johnson, Lena
Blackmon, Theodosia	Jones, Florence
Booe, Sarah	Kramer, Marie
Bruton, Lola	Kramer, Maude
Bynum, Fleta	Lawrence, Gertrude
Cooke, Eleanor	Long, Bertha
Corbin, Julia	Martin, Lela
Craig, Gracie	Mayes, Hallie
Crawford, Lizzie	Mayo, Adeline
Creef, Hattie	Minshew, Effie
Davis, Carrie	Morton, May
Detwiler, Anna	Merritt, Annie
Doggett, Belle	Murrill, Annie
Edwards, Annie	McAdoo, Mary
Ellis, Flora	McCormie, Bessie
English, Beth	McPhail, Ellen
Evans, Mabel	Palmer, Dora
Everett, Martha	Palmer, Sabra
Ferguson, Lillian	Pemberton, Mary
Fulton, Josie	Perry, Edith
Galloway, Ida	Poe, Josie

## *Page Sixteen*

## *Greensboro Female College*

Preslar, Leola  
Pruden, Virgie  
Ridge, Mabel  
Robeson, Claude  
Rogers, Leah  
Rountree, Adeline  
Rowland, Madge  
Sherrod, Deborah  
Smith, Marianne  
Smith, Patsy  
Sparger, Helen  
Strickland, Allie

Summersett, Margaret  
Taft, Lula  
Thompson, Clara  
Ware, Alice  
Ware, Annie  
West, Mabel  
Whitaker, Ruth  
Whitley, Eula  
Winslow, Celia  
Winstead, Alma  
Winstead, Grace  
Womack, Marion

Young, Carrie

### **VOICE PUPILS**

Blanchard, Janie  
Cooke, Eleanor  
Claywell, Katharine  
Ellis, Flora  
Fox, Flora  
Gaskill, Grace  
Idol, Vera  
Long, Marjorie  
Mayes, Hallie

Murrill, Annie  
McCormie, Bessie  
Pemberton, Mary  
Taft, Lula  
Thompson, Clara  
Ware, Alice  
Whitaker, Ruth  
Whitley, Eula  
Womack, Marion

### **HARMONY AND HISTORY**

Blackmon, Theodosia  
Blanchard, Janie  
Bruton, Lola  
Howard, Lola  
Jones, Florence  
McCormick, Bessie  
Perry, Edith

Rountree, Adeline  
Robeson, Claude  
Rogers, Leah  
Smith, Patsy  
Strickland, Allie  
Thompson, Clara  
Womack, Marion

## **ART DEPARTMENT**

### **CHARCOAL**

Bynum, Fleta	Davenport, Carrie
Carson, Bessie	Hales, Ethel
Chappell, Hattie	Sears, Annie
Curtis, Lucy	Seay, Elizabeth

### **PENCIL DRAWING**

Curtis, Lucy	Sherrod, Deborah
Jones, Willie	Ware, Alice

### **PEN AND INK DRAWING**

Broome, Nellie	Whitaker, Bessie
Hogg, Gaery Dee	Winslow, Celia

### **PYROGRAPHY**

Bandy, Bessie	Mayes, Hallie
Broome, Nellie	McAdoo, Mary
Bynum, Fleta	Seay, Elizabeth
Chappell, Hattie	Sherrod, Deborah
Davenport, Carrie	Thomson, Louise
Hales, Ethel	Ware, Alice
Lawrence, Gertrude	Ware, Annie
Lineberry, Edna	Weatherspoon, L. McL.
Whitaker, Bessie	

### **CRAYOLA**

Carson, Bessie	McAdoo, Mary
Chappell, Hattie	Sherrod, Deborah
Curtis, Lucy	Tate, Grace
Hales, Ethel	Tate, Ruth

**WATER COLOR**

Broome, Nellie	McAdoo, Mary
Chappell, Hattie	Tate, Grace
Claiborne, H. C.	Tate, Ruth
Davis, S. J.	Ware, Annie
Hogg, Gaery Dee	Whitaker, Bessie
Kraft, H. V.	Winslow, Celia

**PASTEL**

Bynum, Fleta	Lynn, Hilda D.
Davenport, Carrie	Thomson, Elizabeth
Lawrence, Gertrude	Ware, Alice
Lineberry, Edna	Ware, Annie

**OIL**

Bandy, Bessie	Murrow, Grace
Broome, Nellie	Oakly, Eva
Bynum, Fleta	Pruden, Lizzie
Carson, Bessie	Sears, Annie
Davenport, Carrie	Ware, Annie
Gibson, Sarah	Weatherspoon, L. McL.
Lineberry, Edna	Whitaker, Bessie
McCormie, Bessie	Winslow, Celia

**CHINA**

Bynum, Fleta	Page, E. C.
Hammer, M. H.	Pruden, Lizzie
Kraft, H. V.	Pegram, A. M.
Lawrence, Gertrude	Ware, Annie
Lineberry, Edna	Whitaker, Bessie
	Van Noppen, A. D.

## **EXPRESSION DEPARTMENT**

Banks, Katharine	Leak, Jessie
Chaffin, Helen E.	McCormie, Bessie
Connally, Mildred	Mayo, Elizabeth
Connelly, Louise	Mebane, Fannie
Craig, Grace	Minshew, Effie
Dalton, Bertha	Pace, Nettie
Duncan, Lollie May	Palmer, Dora
Fox, Flora	Taft, Lula
Gaskill, Grace	Troy, Ethel
Gulley, Sudie	Umstead, Annie
Hales, Ethel	Ware, Alice
Hogg, Gaery Dee	West, Mabel
Jackson, Harriet	Whitaker, Ruth
	Winstead, Alma

## **BUSINESS DEPARTMENT**

### **STENOGRAPHY**

Adams, Elizabeth	Kirkman, Lucy
Armentrout, Maude	Lowrey, Boyd
Bru, Amelia	McCormie, Lena
Fields, Mamie	Richardson, Laurin
Fulton, Mary	Searaborough, Cara
Hall, Ava	Tate, Kate
Hedgepeth, Lorena	Taylor, Georgia
Johnston, Sallie	Turner, Pattie
Kearns, Nan	Smothers, Effie

### **TYPEWRITING**

Adams, Elizabeth	Kearns, Nan
Armentrout, Maude	Kirkman, Lucy
Bergnes, Winidilda	Lowrey, Boyd
Bru, Amelia	McCormie, Lena
Fields, Mamie	Richardson, Laurin

*Page Twenty*

*Greensboro Female College*

Fulton, Mary

Searaborough, Cara

Hall, Ava

Tate, Kate

Hedgepeth, Lorena

Taylor, Georgia

Johnston, Sallie

Turner, Pattie

Smothers, Effie

**BOOKKEEPING**

Armentrout, Maude

Kirkman, Lucy

Hall, Ava

McCormie, Lena

Kearns, Nan

Smothers, Effie



## LITERARY DEPARTMENT

### GENERAL REQUIREMENTS FOR ADMISSION

Many applicants for admission even in the higher classes have been found deficient in the ordinary preparatory studies. It is not infrequent that we find candidates who can stand a fair examination on English Literature and Rhetoric, but fail on English Grammar and Composition. It is rare that we find a student well drilled on the principles of English Grammar, English Composition, and Arithmetic. These are branches to which we pay especial attention, and consequently our requirements with regard to them are very rigid. Our work in English Grammar and Composition is given the same prominence as is given to drill-work in Latin, French or German Grammar and Composition. The fact that a student has studied the subjects for any number of years will not pass her unless she gives evidence that she *knows* them. To this end, we require entrance examinations on all subjects in all classes. To avoid the necessity of making unpleasant distinction between schools of different degrees of thoroughness, we do not admit any student by certificate. If she is properly prepared, she will do credit to herself and to her preparatory school by standing a good examination. Should she be poorly prepared, she ought not to enter any class that would prove too far advanced for her, and thereby jeopardize her possibilities of success, and injure the standing of the College.

While our requirements for entrance are not advanced, we insist on *thorough work*, as far as our demand extends.

### **SPECIAL REQUIREMENTS FOR ENTRANCE**

ENGLISH.—Candidates for the Freshman Class must pass a satisfactory examination in English Grammar and the Elements of English Composition. The Mother Tongue, Part II, Kittredge and Arnold, and Longman's School Composition, pp. 1-79, indicate the amount and character of the preparation expected; but candidates may use in their preparation any books of similar scope and grade.

MATHEMATICS.—Written examination on higher Arithmetic, and Algebra to Quadratic Equations.

HISTORY.—Written examination on United States History.

SCIENCE.—Written examination on Physiology.

For pupils who can not meet the above requirements a preparatory class has been arranged, in which the following course will be given: Arithmetic (completed from Percentage); Algebra to Quadratic Equations, English Grammar, Elementary Composition, and selected readings from English and American authors; United States History; Physiology; Selected Bible Drills.

Candidates for admission into either the Sophomore, Junior, or Senior class must stand a written examination on all the work of the classes below the one for which she is candidate, or on the equivalent of such work. For instance, to enter the Senior class, it is not only necessary to stand examination on the studies of the Junior class, but also on those of the Sophomore and Freshman classes as well.

The decision of the heads of the departments as to

what class an applicant must enter is final, and is not subject to appeal to the faculty.

### CLASSIFICATION

Every student who matriculates is placed in some class. The classes are known as *Freshman*, *Sophomore*, *Junior*, *Senior*, and *Special*. Students who have studies in more than one class are "starred" in the catalogue as *irregular* Freshmen, Sophomores, etc. Special Students are those whose principal work is in those branches known as *extra* or *optional* studies. If, in addition to work in these branches, a student pursues as many as three Literary studies, she will be placed in one of the Literary classes.

### REQUIREMENTS FOR GRADUATION

Every candidate for graduation is required to complete the entire English Course, and one ancient and one modern language. Hereafter diplomas will not be granted for the completion of the English Course and one language. *This regulation does not apply to those who entered the College previous to June, 1903. They will receive diplomas according to published announcements which appeared previous to their matriculation; unless they can be so adjusted to the new course as not to defer the time of their graduation.*

A passing grade must be made on every subject, and all students who fail to secure this grade must review the subject or subjects and stand another examination within a month from the regular examination at which they fail to pass. Any one who, from

any cause, stands an examination *after* the regular time for such an examination can not obtain a higher standing than the passing grade.

Every candidate for graduation must present to the Faculty an approved *Thesis* on a subject furnished by the committee appointed for that purpose. This *Thesis* must contain at least 3,000 words, and will not be accepted later than the fifteenth of May.

Below is found the number of hours per week required on each subject:

CLASSES	English	Mathematics	Science	History	Latin	Any one of these			Philosophy	Bible	Total
						French	German	Spanish			
Freshman Year.....	3	4	3	2	3	....	....	...	..	2	18
Sophomore Year.....	3	3	....	3	3	3	3	3	...	2	17
Junior Year.....	2	2	4	2	3	3	3	3	...	1	17
Senior Year.....	3	....	3	3	3	2	2	2	2	1	17

# COURSE OF STUDY

## DEPARTMENT OF ENGLISH

GEO. S. WILLS

In the English course the aim is (a) to help the pupil to express her thoughts clearly in correct English, and to develop as far as practicable any special talent for writing possessed by an individual pupil; (b) to give a general knowledge of the development of English and American literature, with such principles of criticism as will increase the pupil's power to discern and prefer the good in literature.

### FRESHMAN CLASS

1. Composition: Punctuation, Sentences and Paragraphs; Letter Writing, Simple Narratives, and Descriptions; Weekly Themes.

*Two hours a week for the first term, one hour a week the second and third terms.*

2. Literature: Selections from American authors; the History of American Literature.

*One hour a week for the first term, two hours a week second and third terms.*

Text Books: Gardiner, Kittredge, and Arnold's Elements of English Composition, pp. 1-104; Trent's History of American Literature.

### SOPHOMORE CLASS

1. Composition: The Forms of Discourse; short weekly themes and long fortnightly or monthly themes.

*One hour a week throughout the year.*

. Literature: Selections from English authors; the history of English Literature.

*Two hours a week throughout the year.*

Text Books: Gardiner, Kittredge and Arnold's Elements of English Composition, pp. 105-260; Simonds's History of English Literature.

#### JUNIOR CLASS

1. Composition: Structure of paragraphs and sentences, choice of words; short weekly themes and long monthly themes.

*One hour a week throughout the year.*

2. Literature: Selected authors or periods in English Literature, the subjects to be announced from year to year. During 1905-1906 they will be in the literature of the Puritan and Restoration periods.

*Two hours a week throughout the year.*

Text Books: Gardiner, Kittredge and Arnold's Elements of English Composition, pp. 261-382, or an equivalent treatment of the subjects embraced in these pages. The texts in literature will be announced as they are needed.

#### SENIOR CLASS

1. Style in discourse, forms of poetry, elements of criticism; themes.

*Two hours a week throughout the year.*

2. The study of selected authors or periods in English Literature. During 1905-'06, the eighteenth century and the early part of the nineteenth century will be the subjects.

*One hour a week throughout the year.*

## **DEPARTMENT OF HISTORY**

MISS SALLIE JOYNER DAVIS

In all the work of this Department, our main purpose is to stimulate the pupil to investigate for herself, and to create in her an insatiable love for the subject. The work of the advanced classes is a study of the causes and influences of historical movements rather than of the details of the movements themselves; the purpose of this being, of course, to give the pupil a correct idea of the relation of events and of their place in history:

SUB-FRESHMAN YEAR—United States History.

FRESHMAN YEAR—Ancient History ( West).

SOPHOMORE YEAR—Mediaeval and Modern (West).

JUNIOR YEAR—English History (Cheyney).

SENIOR YEAR—The Constitutional History of the United States to 1860.

## **DEPARTMENT OF MATHEMATICS**

MISS ANNIE M. PEGRAM

### **FRESHMAN CLASS**

FALL TERM—(Four hours); Algebra Completed from Quadratic Equations.

SPRING TERM—(Four hours); Plane and Solid Geometry.

### **SOPHOMORE CLASS**

FALL TERM—(Three hours) Plane and Solid Geometry Completed.

SPRING TERM—(Three hours); Plane and Spherical Trigonometry.

JUNIOR CLASS

Junior Class

FALL AND SPRING TERMS—(Two hours); Analytic Geometry.

**SCIENCE**

MISS ALICE V. WILSON

PREPARATORY CLASS

FALL AND SPRING TERMS—Physiology (Colton).

FRESHMAN CLASS

FALL TERM—Physical Geography (Tarr).

SPRING TERM—Botany (Bergen).

JUNIOR CLASS

FALL AND SPRING TERMS—Chemistry (Newell).

SENIOR CLASS

FALL AND SPRING TERMS—Physics (Carhart and Chute).

**PHILOSOPHY**

GEO. S. WILLS

COURSES IN ETHICS AND PSYCHOLOGY

1. Ethics. Twice a week the first term.
2. Psychology. Twice a week the second and third terms.

Text-books used during 1904-05: Hyde's Practical Ethics; Roger's Psychology.



**LATIN DEPARTMENT**

MISS EDNA M. FISHER

**FRESHMAN CLASS**

FALL TERM—Bennett's Foundations of Latin. Three hours per week.

FALL TERM—Bennett's Foundations of Latin. Completed; Viri Romæ (Rolfe). Three hours per week.

**SOPHOMORE CLASS**

FALL AND SPRING TERMS—Cæsar's Gallic War (Allen and Greenough), six books; Latin Grammar (Allen and Greenough); Latin Composition (Mellick). Three hours per week.

Cæsar will be translated critically and the grammar used at each recitation. In Latin composition the references, vocabulary, notes and examples must be gotten up well. All the sentences must be written in a special note book. These note books are handed in for correction. After being corrected, all the sentences must be committed to memory.

**JUNIOR CLASS**

FALL TERM—Cicero (Allen and Greenough), four orations; Latin Grammar (Allen and Greenough); Latin Composition (Bennett); History of Rome (Creighton). Three hours per week.

SPRING TERM.—Vergil's Æneid (Knapp), four books; Latin Grammar (Allen and Greenough); Latin Composition (Bennett). Three hours per week.

In connection with Cicero's orations the pupil must make a careful study of the history of Rome from 100 to 63 B. C., together with a brief review of the whole history. With

Vergil, the geography of the Mediterranean Sea and all points on Mythology will be looked up. The classical wall maps and Harper's Dictionary of Classical Literature and Antiquities must be consulted.

#### SENIOR CLASS

FALL TERM.—Horace, Odes (Shorey), four books; Roman Literature (Wilkins). Three hours per week.

SPRING TERM.—Tacitus, the Agricola and Germania (Gudeman); Roman Constitution (Tighe). Three hours per week.

All points in Horace on the history, life or mythology of the Roman people must be carefully looked up. All the principal characters in their literature will be considered as to their lives, times and works. With Tacitus, the provincial administration will be studied and with this, the constitutional history of the city itself.

#### MODERN LANGUAGES

Owing to a change in the requirements for graduation whereby two languages, Latin and one modern language—either French, German or Spanish—will hereafter be required in the regular course, the number of hours in a modern language has been reduced. The course in this department is shortened from four to three years, beginning in the Sophomore year, with three hours weekly in the first, second and third years of the modern language course.

After only a few lessons in grammar are learned, easy reading is commenced. Special attention is given to pronunciation from the very first. Short dictations—which train the ear and call the pupil's attention to spelling, peculiarities of construction, etc.—are begun during the first year and are continued throughout the course. In reading, the

pupil is required to parse, and to notice carefully the idioms. At the end of the course she has acquired a thorough knowledge of grammar, a fair knowledge of the history and literature of the country, is able to read and translate with ease, can understand the spoken language, and can speak it herself with some degree of ease, though in large classes it is impossible to teach one, in so limited a time, to be a fluent conversationalist.

Careful examinations will be given to those wishing to enter a class higher than the Freshman, wherein knowledge of grammatical rules, ease in translating, facility in writing under dictation (graded according to class), and pronunciation, will be taken into consideration in determining class which the pupil will enter.

### **FRENCH DEPARTMENT**

MISS BLANCHE H. GUNN

#### **FIRST YEAR**

FALL TERM.—Whitney's French Grammar.

SPRING TERM.—Rollin's French Reader.

#### **SECOND YEAR**

FALL TERM.—Le Roman d'un Jeune Homme Pauvre, Feuillet.

SPRING TERM.—La Belle Nivernaise. Daudet.

Composition; Chardenal.

La Mare au Diable; Sand.

#### **THIRD YEAR**

FALL TERM.—Tartarin de Tarascon; Daudet.

Iphigénie; Racine.

SPRING TERM.—Le Bourgeois Gentilhomme, L'Avare; Molière. Cyrano de Bergerac; Rostand.

Histoire de la Littérature Française par Alcée Fortier.

Books Read out of class.

Jeanne D' Arc; Lamartine; La Tache du Petit Pierre; Mairét.

### **GERMAN**

MISS BLANCHE H. GUNN

#### **FIRST YEAR**

FALL TERM.—Practical German Grammar (Thomas); Conversation and Dictation.

SPRING TERM.—Practical German Grammar (Thomas); German Reader; Leander's Träumereien.

#### **SECOND YEAR**

FALL TERM.—Grammar (Thomas); Wilhelm Tell (Schiller); Readings from the Lyric Poetry of Goethe and Heine.

SPRING TERM.—Grammar (Whitney); Maria Stuart (Schiller); Sight Reading; Iphigenie Auf Tauris (Goethe).

#### **THIRD YEAR**

FALL AND SPRING TERMS.—Faust—Part I; Composition and Sight Reading.

### **SPANISH**

MISS EDNA M. FISHER

FIRST YEAR.—Elementary Spanish Grammar and Composition; Reading of easy modern Spanish; Dictation; Memory Work.

SECOND YEAR.—Spanish Grammar; Reading of Modern Spanish Novels and Plays; Conversation and

Practical Exercise in Prose Composition; Sight Reading; Memory Work.

THIRD YEAR.—Literature of the Sixteenth and Seventeenth Centuries—Cervantes, Lope de Vega, Calderon; Prose Composition; Sight Reading.

### **BIBLE DEPARTMENT**

MISS EMMA C. PAGE

The ignorance of many otherwise intelligent people, even College graduates, of the "Book of Books" is deplorable; and recognizing this fact, together with the still higher fact that no knowledge derived from any other source can be of such inestimable value, and of such high spiritual culture, as that to be derived from the Bible, the introduction of the systematic study of the Bible is regarded as the greatest advance made in recent years in the higher education of the young women of Greensboro Female College. The beneficial effects of such study during the past two years have been very marked, both upon the intelligence and character of the students; and as the Bible becomes more and more an established text book we are persuaded that the higher religious development of the students will be promoted. The subject is taught in such a manner as not only to render the students conversant with the great historical facts of the Bible, with its great value as a literary production, but the teacher being one who has a sympathetic appreciation of the high moral and spiritual teachings of the Word of God emphasizes the ethical side of the subject so as to render it most conducive to the development of religious character and sentiment.

SUB-FRESHMAN CLASS—Selected Bible Drills.

FRESHMAN CLASS—The Pentateuch.

SOPHOMORE CLASS—Old Testament History.

JUNIOR CLASS—Life of Christ.

SENIOR CLASS—Acts and Epistles.

## OPTIONAL STUDIES

Music, Drawing, Painting, Elocution, Bookkeeping, Typewriting and Stenography, for which extra charges are made, are taught at the option of parent or guardian, and in such a way as to impede as little as possible, the progress of the pupil in her regular studies. No pupil is allowed to commence one of these branches, or having commenced, to discontinue it, without the permission of the President, given at the request of the parent or guardian.

### SCHOOL OF MUSIC

F. W. KRAFT, Director

The department aims to lay a foundation of musical knowledge that shall lead to a rational appreciation of the art of music, and add a cultural element to a general education.

Here the systematic arrangement of practice, the regular hours and the stimulus of a studious atmosphere are conducive to good work and corresponding achievement. The reaction of the general educational spirit upon the quality of the musical work is most helpful. No greater mistake can be made in the education of a young woman than to suppose that music alone can yield substantial culture or character, or that it is sufficient in itself.

### PIANO COURSE

In outlining a course of study in piano work, it is impossible to set down any list of studies to be strictly followed, as the needs of each pupil must be considered, and fitting studies assigned.

The object of the department is to aim to the highest in music; to cultivate the student's ear for the very best literature.

Modern systems of technique, with appropriate exercises and studies; inventions, preludes and fugues, sonatas of the classic and romantic periods, concert-pieces by the great masters of the nineteenth century, compositions of the modern schools.

### VOICE

The practice of the art of singing demands an erect position of the body, and the proper use of the vocal organs and the breathing apparatus. Hence voice training has a real value, hygienically as well as musically. The improper use of the vocal organs not only prevents the hygienic benefits, but may injure the voice.

True cultivation of the voice consists in the development of pure tone, and its easy, natural use and control in singing. Correct use of the breath, intonation, attack, legato, accent, phrasing and enunciation are the leading features of technical drill.

Neither the so-called method of the Italians nor that of the Germans is used exclusively; but by the adoption of what are to be believed to be the best features of all methods, as well as by the use of discriminating judgment as to any peculiar needs of the particular voice under treatment, we endeavor to carry forward the formation and development of the singing voice.

At the same time, a higher ideal than the perfection of mere mechanical skill is aimed at, viz., a musicianly style of singing, and all that is implied in the broad term, "interpretation," together with a thorough ap-

preciation of the best works of the great masters, both new and old.

Thus we hope to prepare our pupils for successful teaching, for positions in church choirs, and for concert, and through them to advance the cause of artistic singing.

### **HARMONY**

The subject of harmony requires two years to complete the course in classes, but the average student can complete it in one year privately. Text Books, H. A. Clarke's Harmony, and Goetschius Material of Music.

### **MUSICAL HISTORY**

The work in Musical History is done in classes. Text books, Baltzell, supplemented by library work.

### **RECITALS**

Concerts and Recitals, free to the public, will be given by members of the Faculty of the Music Department, and will be supplemented by occasional concerts by other musicians. Students' recitals will occasionally be given, and those competent will be asked to prepare entire programs.

### **SPECIAL STUDENTS**

Special Students will be expected to study Harmony and Musical History.

### **DIPLOMAS**

Students will not be considered candidates for graduation until they have given evidence of the requisite



musical ability, and of having successfully pursued a course of literary study equivalent to that provided by the better class of High Schools.

At least one year must be spent here. Two years harmony, two years Musical History are required for Piano Students, together with a thesis of not less than 2500 words, and a full recital program. Voice Students must have two years Musical History, one year Harmony, two years Piano Work, together with the thesis and recital program.

## **DEPARTMENT OF EXPRESSION**

MISS BLANCHE ETTA SHATTUCK

The Department of Expression is designed to teach expression as an art based upon the laws of nature, and to give a practical and systematic training in development according to these laws.

Practical training and creative work form the basis of the course in expression. The work of each student is carefully selected and systematized according to individual needs. The student is led to realize her powers and possibilities, and given such training as will best develop her individuality.

Students suffering from speech defects will receive careful training for the cure of their impediments. Special attention will be given to articulation and pronunciation, according to the needs of the student.

All students meet in class once a week for the practice of problems and exercises, criticism on recitations and general ensemble work. Each student is expected to appear in the student recitals which are given once in two weeks.

The course in expression is divided into three years. Certificates will be given to students who successfully complete the course in expression for the first and second years, and pass satisfactory examinations in English language and Literature as prescribed in the Junior year of the regular college course. Diplomas will be awarded to students who successfully complete the course in expression for the three years, and pass satisfactory examinations in English language and Literature and Philosophy as prescribed in the regular Senior year of the regular college course.

### **COURSE OF STUDY**

#### **FIRST YEAR**

(Practice one hour a day).

1. Vocal Training. The voice is developed, not merely by technical exercise, but by awakening right action of the mind. Correct method of breathing. Development of articulation. Training of the ear.

2. Training of the Body. Physical development. Control of the body as an instrument of expression. Development of ease, grace, strength, and responsiveness.

3. Vocal Expression. Thinking is awakened, and its processes studied. No mechanical or imitative methods are allowed, and the student is taught to use her own creative powers. Text book, "Lessons in Vocal Expression."

4. English Language and Literature. (As prescribed in regular Sophomore year.)

5. Recitations and abridgments from the best literature.

SECOND YEAR

(Practice two hours a day).

1. Vocal Training. Development of openness and freedom of tone. Technical practice and flexibility.

2. Training of the Body. Harmonic gymnastics. Development of unity in all parts of the body.

3. Vocal Expression. Nature and characteristics of the imagination and its function in the vocal interpretation of literature. Text book, "Imagination," Part I, S. S. Curry.

4. Pantomimic Expression. The nature and meaning of the agents of the body are carefully studied, and the expression of thought and feeling developed by practical problems. Dramatic action. Problems for the development of the dramatic instinct and the language of Pantomime.

5. English Language and Literature. (As prescribed in the regular Junior year.)

6. Recitations, abridgments from standard works, and scenes from Shakespeare.

THIRD YEAR

(Practice two hours a day.)

1. Vocal Training. Agility of voice. Range of voice in reading and speaking. Resonance and tone-color.

2. Vocal Expression. Study and practice of the elements of Dramatic instinct. Development and definition of feeling. Text book, "Imagination," Part II, S. S. Curry.

3. Pantomimic Expression. Relation of harmonic training to Expression. Characterization. Problems in Pantomime and Dramatic Action.

4. Province of Expression. Study of the general character of expression. Text book, "Province of Expression," S. S. Curry.

5. English Language and Literature. (As prescribed in regular Senior year.)

6. Philosophy. (Senior).

7. Abridgments for recitation from standard works, original dramatizations of popular novels, and scenes from Shakespeare.

## **DEPARTMENT OF ART**

MISS ELIZABETH PORTER

We have in the College one of the largest and best equipped Art Studios to be found in the South, and our course of study is identical with that prescribed by the best Northern and foreign art schools. Drawing is taught from geometrical figures, casts of ornament and foilage, casts from the antique, life-masks, and also from the living model and nature. The purpose of this school is to furnish the best facilities for those who desire to pursue an extended course of practical instruction in the several branches of Drawing, Painting, Modeling and their correlated subjects. Special attention is given to Composition and Sketching. Indeed, it is our purpose greatly to increase the thorough and serious study of art.

Pupils may enter at any time during the session.

The Studio is open daily during school hours, and no limit is placed upon the time during which a student may work.

## **BUSINESS DEPARTMENT**

MISS MARTHA S. DOZIER

The Business Department embraces three branches of study—Stenography, Typewriting and Bookkeeping. The great object of this work is to prepare girls for actual business; in other words to enable them to make their own living, should it become necessary. The course can be completed in one year by the average pupil. At the close of the year the young lady receives a certificate stating her grade in accuracy and ability. This is of great benefit to her in securing a situation.

English and Arithmetic are taught in this department in the regular college classes, and each student will be required to take these subjects. Particular emphasis is placed upon spelling.

We do not guarantee positions, but have never had any trouble in placing our students in good positions. As a rule we have more places than applicants.

### **STENOGRAPHY AND TYPEWRITING**

The Isaac Pitman system of stenography is taught in this department. Special attention is given to beginners in respect to theory work, and the principles of shorthand are reviewed from time to time all through the course.

The Typewriting department is equipped with Remington typewriters. The touch system is used exclusively. From the very beginning the student is required to be accurate and neat.

In addition to the technical part of the work, instruction is given in general office work, including manifolding, copying, and filing. A thorough drill

in legal forms and general correspondence is also required.

### **BOOKKEEPING**

The system of Bookkeeping taught is the "Twentieth Century Bookkeeping and Office Practice", and presents the subject in a form at once attractive and practical. The student learns the principles of bookkeeping and office work by recording on books similar to those used in various business houses transactions identical with those in the business world, and thus throughout the course the position of a bookkeeper is assumed.

The course consists of three parts.

Part I gives a thorough knowledge of the principles of bookkeeping, illustrating clearly the principles of debits and credits, also the method of taking a Trial Balance, with the principles involved in the Balance Sheet. Double entry is taught throughout the entire work.

Part II makes the application of the principles already learned, and in addition a thorough drill is given in bill making, rendering statements, and in the various duties devolving upon the bookkeeper in a retail business. At this point, the student is well qualified to keep a light set of books.

But in order to be thoroughly equipped for every form of office work, and to fill creditably any position in the business world requiring a thorough knowledge of bookkeeping, Part III should be studied for the full rounding out of the course, and for enabling the student to assume the duties of a bookkeeper in a whole-

sale business, or to perform the most complex office work.

## DEPARTMENT OF PHYSICAL CULTURE

MISS BLANCHE E. SHATTUCK

The correlation of the mental and physical powers is so intimate as to render them largely interdependent for their fullest development; and in order that the former may act with the greatest freedom the latter should be cultivated with most careful attention.

It has been found practicable to emphasize the amount of out-door exercise, and great interest is shown in athletics. Basket ball, tennis, and field-hockey are among the popular sports, and the student is expected to exercise for at least a half-hour each day in the open air.

Club swinging and fencing and the lighter forms of gymnastics are taught according to the Swedish system, and special attention is paid to the individual needs and development of the students.

## CHARGES FOR BOARD AND TUITION

In order to place the advantages of the school within the reach of a large number of persons, the Trustees have fixed the charges for board and tuition at the lowest possible figure compatible with financial safety and the superior educational facilities and physical comforts offered. No margin has been left for *deduction or losses*.

### PER TERM, OR HALF YEAR

#### TO BE PAID BY ALL RESIDENT STUDENTS

Board, Furnished Room, Laundry, Lights, and Fuel \$67.50

#### TUITION FEES TO BE PAID IN ADDITION TO ABOVE CHARGES

Full English Course.....	\$25 00
Ancient and Modern Languages (each).....	10 00
Music—Piano or Voice, each, from Director.....	30 00
Music—Piano or Voice, from Assistant.....	25 00
Harmony .....	10 00
Use of Piano (one practice hour)*.....	2 50
Sheet Music—Rental.....	\$2 50 to 4 00
Drawing .....	20 00
Oil Painting .....	20 00
Elocution—Special Lessons (1 in class).....	20 00
Typewriting and Stenography.....	25 00
Use of Typewriter.....	2 50
Bookkeeping .....	12 50
Laboratory Fee—for students in Chemistry and Physics	2 50
Library Fee .....	1 00
Church Fee .....	50
Graduation Fee .....	5 00

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\*Two hours, \$4.00; three hours, \$6.00.



A student in the *course required for graduation* will not be charged an extra fee for second language.

No charge is made for English Tuition to daughters of ministers engaged in regular pastoral work.

Parents or guardians are earnestly requested to study the above schedule of prices carefully, and to select the studies they wish their daughters or wards to pursue. They can then see what the expenses per session will be.

Students are charged only for the studies they actually take, but no charge for a study will be made for less time than one month, under any circumstances; nor for less than one term, except to those who enter after two weeks from the opening of the Fall or Spring Session, and to those who are compelled to leave for *afflictive providential reasons*.

We offer special rates to two or more from the same family.

We require fifty dollars from every pupil *on entrance*, fifty dollars at the *middle* of each session, and the remainder of her bill at the *end* of the session.

Books and art materials are kept on sale at the College, and are furnished the young ladies at very low rates. The bills for these supplies are payable on presentation to parent or guardian. Cash payment is required for stationery.

Boarding pupils are not allowed to open accounts in the city.

Parents or guardians are requested to deposit with the Treasurer all funds for contingent expenses; otherwise the officers of the institution will not be held responsible for any loss that may occur.

All express packages should be *prepaid*.

## SPECIAL ADVANTAGES OFFERED BY GREENSBORO FEMALE COLLEGE

In the foregoing pages, attention has ben directed to the superior advantages offered in our course of study, but we would also lay special emphasis upon other advantages growing out of our particular conditions. First among these may be mentioned the homelike atmosphere pervading the school, due to the constant endeavor to give each pupil such-surroundings and influences as will throw about her the same safeguards and, as far as possible, the same comforts that she enjoys at home.

At the impressionable age at which most young girls leave their homes to enter upon a college career they need, on account of their inexperience, watchful care over their physical life, and wise guidance in their moral and intellectual life. While this strict supervision is not exercised in such a manner as to keep them in leading strings and thereby hinder their growth and development in character, yet they should have, and will receive at Greensboro Female College, personal care and attention in all that pertains to health, mind and morals. The individuality of the pupil is studied, and her special needs are considered, so that she is regarded and treated as an integer in the student body rather than as a fractional part of a great body into which her personality is merged and in which her influence is inappreciable.

It is coming to be more and more recognized as a fact that while the greater colleges and universities have their proper places for the broadening and fuller development of trained and disciplined minds, the

smaller colleges have a distinct and important place in the general scheme of education, and that better results are obtained where the foundations of education are laid in institutions which, with an able and conscientious faculty, are enabled by reason of not over-crowded classes to give that particular and individual attention which untrained youthful students require. Moreover, where a student does not feel his or her identity overshadowed by great numbers a deeper sense of responsibility is felt, together with a higher sense of personal obligation, necessarily resulting in greater self-reliance and a wholesome consciousness of dwelling in the public eye, with a corresponding realization of salutary restraint. Therefore conduct is more carefully guarded and character is strengthened by the bonds of habit forged by right acting.

Another of our peculiar features is to be commended to favorable consideration. This is the fact that our aim is largely and almost entirely directed to laying a broad foundation for purely literary culture. Recognizing that too early specialization in any direction is narrowing in its tendency, the College confines its work mainly to seeking to impart to its students a thorough acquaintance with such lines of study as tend to both strengthen the mental faculties and to develop an appreciation of the departments of knowledge most conducive to breadth of culture, believing that both happiness and usefulness in life are best promoted by a broad and liberal culture which likewise furnishes the best foundation on which to build a profession, should the question of utility press itself upon the student as she reaches maturity. These

being our views upon the education best adapted to prepare a young woman to fill worthily her place in society, using that term in its most comprehensive sense, as embracing all the relations of life in which she may be placed, our entire policy is shaped toward this end—the production of a young woman whose breadth of culture, both of mind and heart, shall give her the power of adaptability to whatever sphere of activity duty may assign her.

## **GENERAL INFORMATION**

### **OUR FACULTY**

Greensboro Female College employs no tutors in any department of its College work. Our lower classes have the same advantages, in the matter of highly competent teachers, as the higher classes. Our policy forbids that a student, in whatever class or branch of study, should devote part of her time to teaching and the rest to her studies. We deem the studies of the lower classes in very branch of college work of too great importance to place them in the hands of inexperienced students. We are forcibly reminded every year that a student needs a specialist more at the beginning of her school career than at any other period. These considerations have led us to select our Faculty with great care. Among them will be found graduates of leading Colleges and Universities, and many who have done post-graduate work in higher institutions of learning both in this country and abroad. Every teacher in the College is a specialist, and has had experience in college work here and elsewhere.

### **SYSTEM OF INSTRUCTION**

Our course of study is extensive and well arranged. The constant aim of the Faculty is to secure accurate scholarship and a high standard of attainments. We have no stereotyped methods of instruction. The plan is dictated by the individual requirements of the pupil. Young ladies are encouraged in original thought which is the secret of all distinguished scholarship.

We consider the object of pursuing a course of study to be not only to acquire knowledge, but so to train and develop the intellectual powers that the mind may become capable of correct, discriminating, vigorous thought. The students are first closely questioned on the lesson, and then such oral explanations are given as are found necessary. Parents are earnestly requested to have their daughters well trained in all the primary branches of study. Applicants for admission, even into advanced classes, are often found very deficient in these essential studies. Faulty primary work is often fatal to final scholarship, and always difficult and expensive in being adjusted.

#### **EXAMINATIONS AND REPORTS**

There are three regular examinations held during the scholastic year—Fall, Intermediate and Final—beginning the first week in December and March, and the third week in May respectively. From these examinations, combined with the daily record of scholarship, a report of the pupil's standing is made. This report, including a general statement of deportment and a record of absences from recitations and church is forwarded every three months to the parent or guardian. In addition to the above reports, we send out general statements monthly, except December and March. By means of these statements and reports we are able to keep all patrons informed as to the conduct and diligence of their daughters or wards. The information sent out from the President's office may be relied on absolutely, as we intend neither to flatter nor palliate, but to give the truth conscientiously.

The system of giving high numerical grades, prevalent in many schools and colleges, finds no place here, as it fosters habits of loose scholarship, and frequently misrepresents the true state of affairs. Our policy is to inspire all students to do hard, open, honest work for the sake of the results of the work, and not for the attainment of high marks alone.

### **LITERARY SOCIETIES**

The College has two Literary Societies, known as the Irving Literary Society and the Emerson Literary Society. Both societies are well organized, and have proved very beneficial to the members in the promotion of reading and other literary attainments. These societies are important auxiliaries in the cultivation of taste and manners, and afford rare facilities for improvement in Elocution, Composition, and Conversation.

### **THE COLLEGE MESSAGE**

A literary magazine is issued six times during the scholastic year, under the management of the two literary societies, an editor being elected from each. This magazine affords a fine opportunity for the training of the students in literary work, as the subject matter is of their own production; and it likewise serves as a bond of union between the alumnae and their alma mater, keeping them in sympathetic touch with all her present life and interests. Each alumna should have her name upon the subscription list of the MESSAGE, and receive this periodical letter from her old college home.

**READING ROOM**

It is the purpose of those most interested in the College to build up, as rapidly as possible, a library of the best reference books, as well as of general literature, that shall be commensurate with the demands of a first-class institution in which the literary standards are high. At present, however, owing to the unfinished state of the building, the beautiful room designed for the library is not ready for occupation, and we have, temporarily, a reading-room, which is commodious, comfortably fitted up, and supplied with the leading daily newspapers of the State, several religious weeklies, and a very large number of the best class of magazines and other periodical literature.

In addition, there is a good supply of encyclopædias, standard dictionaries, works of reference in history and literature, and numerous other valuable books, serviceable to the students in the preparation of their lessons. A number of friends have made contributions in the form of gifts and loans to our library, so that we have now from 1,200 to 1,500 volumes, making quite a good nucleus for the more complete collection of books with which we hope to fill the shelves of our new library before another year.

Will not our friends assist us in this laudable enterprise, either by gifts of money or books?

**RELIGIOUS ADVANTAGES**

Rev. G. H. Detwiler, D. D., pastor of West Market Street Church, Greensboro, N. C., is the College Chaplain. He will meet with the young women at chapel services and prayer meetings from time to time, in addition to his pastoral visits.



The regular exercises of the school are opened with Bible reading, singing, and prayer. Semi-weekly prayer meetings are held regularly in the College Chapel by the pupils. The young ladies are required to attend church once, at least, every Sabbath. A Young Women's Missionary Society is in successful operation, and the College will furnish board and tuition free to one young lady preparing for foreign mission work.

The systematic study of the Bible, which has been introduced into the regular course, is an important agency in the development of intelligent religious character.

#### **THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION**

This agency for good was organized in the fall of 1896, and since then has been an important factor in the religious life and activity of the institution. It sends annually representatives to the Southern Summer Conference of the Young Women's Christian Associations, at Asheville.

It holds devotional meetings twice a month. Of the other two Sabbath evenings, one is devoted to the Missionary cause, a branch of the Y. W. C. A., and the other to the temperance cause. Under the auspices of the Association, prayer-meetings are held daily.

While the object of the Association is primarily to strengthen and enrich the heart-life of the young women, the social side is not neglected. New students are made to feel at home by the kind words and attentions of all the members of the Association, and of the reception committee more especially.

The members of the committee will be on hand at the opening of the session to extend a greeting and welcome, not only to the new students, but to every former student who returns.

We would earnestly enjoin every young woman who enters Greensboro Female College to lose no time in allying and identifying herself with the Y. W. C. A.

### GOVERNMENT

It is the purpose of the management to inspire all the young women who come to Greensboro Female College with a genuine, earnest, consuming desire for a higher moral and intellectual experience, and to teach them by precept and example to form correct ideas and notions of life. The mere acquisition of knowledge, however varied and extensive, can not be called education in the true sense. Recognizing this fact, the faculty and officers have been selected with reference, not only to their scholarship, but to their general moral and religious culture as well. The government is in charge of the president, who resides in the College, and lady teachers. The students are grouped in sections, and a teacher has charge of each section night and day. Our discipline is mild, but firm. We do not try to govern the pupils by a set of intricate regulations, nor to make mere *machines* of them by a strict adherence to formulæ and rules. We start out with a few leading principles of behaviour and morals, and strive to develop a true sense of *personal responsibility* in all students. They are recognized as moral beings and trusted as persons of honor and character, and not as mere children to be watched

by spies and reported by tale-bearers. As soon as we discover that a young woman can not bear treatment of this kind—such discoveries are very rare—her parents are notified that she needs a change of environment, as we can not keep disturbing elements in our college family. While this general principle governs us in regard to our treatment of the students, the fact is recognized that numerous restraints must be thrown around the young for their protection as well as our own. For this reason persons of experience always look after the interests and conduct of our students, and are ever in place to make suggestions for improvement in all lines of life.

We aim at the highest moral, mental, and physical culture, that our pupils may be properly fitted for their legitimate sphere as educated Christian women. To this end the president embraces every opportunity for counsel, encouragement, or reproof, and endeavors constantly to surround the inmates of the College with the atmosphere of a cheerful, well-regulated family.

The teachers residing in the College take special interest in the welfare of the pupils, and assist in the government of the school by co-operating with the President in her efforts to secure the observance of rules of order and attention to study. Indeed, all the teachers and officers are expected to devote themselves faithfully to the interests of the institution, and to give its laws and administration a cordial support.

### **DOMESTIC DEPARTMENT**

This department is under the personal supervision of the Matron, and an intelligent and experienced lady to attend to the sick.

All the sanitary arrangements of the building are so made as to promote the health and comfort of the pupils. The table is constantly supplied with the best quality of food, both in variety and in abundance. Every attention necessary to the welfare of the school is given.

When boarders enter College they are received as members of our own family, and guarded with parental care from all evil influences. The young ladies are required to keep their rooms neat and in good order.

Hours of study, rest, and recreation are arranged with reference to the physical as well as intellectual development of the students. A portion of each day is set apart for invigorating outdoor exercise. When well, their health is guarded with constant care, and in sickness they receive the utmost kindness and attention.

### **CARE OF THE SICK**

Miss Fannie Armfield ("Aunt Fannie", as she is affectionately called by the girls) is our supervisor of health, and has charge of our infirmary, which is well fitted up and properly arranged and ventilated. She gives all her time to looking after the health of the

young ladies, which she does with a mother's care and watchfulness. If any of the young ladies are the least indisposed she takes them in charge, and often, by a little wise care, prevents protracted sickness. We confidently assert that no college can show a better health record. Careful attention and close oversight have secured this, and we expect to keep up the standard. If any of the young ladies should become sick, the very best medical attention will be called in and their parents will be promptly notified of their condition every day. A small fee of fifty cents a day is charged for every day a young lady is in the Infirmary. This is for the attention of a trained nurse, and special care, which is so necessary to the sick. Medicines are furnished and charged at regular retail prices.

#### **VISITING AND CORRESPONDENCE**

Young ladies will not be allowed to spend the night out of the College with friends in the city. They will not be allowed to attend any public meetings or gatherings, except when accompanied by a teacher or parent. Young gentlemen, wishing to call on the young ladies of the College, must present written permission from their parents or guardians. No calls must be made during school hours. No visiting allowed on the Sabbath. The President reserves the right to use her discretion in the matter of visiting, and it is earnestly requested that parents and guardians will not give permissions to their children or wards to see visitors at such times as forbidden.

The correspondence of the young ladies will be under the direction of the President. No correspond-

ence with young gentlemen will be allowed, except by permission of parent or guardian. All letters should be directed to the care of Greensboro Female College, Greensboro, N. C.

### WEARING APPAREL

While we do not require any prescribed uniform in dress, we do earnestly request our patrons to furnish their daughters only plain, neat, inexpensive wearing apparel. We make this request to avoid all extravagance in dress, so as to reduce school expenses to a minimum, and to prevent unpleasant distinctions and rivalry in dress. It is also advised that, so far as possible, all purchases of clothing be made at home and sent ready-made to the pupils, for few things so distract their attention and divert their minds from their studies as shopping and frequent visits to the dress-maker.

Each young lady coming to school should be provided with an umbrella, a pair of overshoes, and a rain-coat, and *have her name distinctly marked on every article of clothing.*

### POCKET MONEY AND BOXES

Parents are requested not to give their daughters much pocket-money. They can do much better work without it. Often not much studying can be done until it is spent. *In no case will we be responsible for money not deposited with the Treasurer.*

*Parents are requested not to send their daughters boxes of food. They are positively injurious to them.* Candy and fruits, occasionally sent to them, are not

so objectionable, but they do not really need anything of this kind, and are the better off for not having them.

### **ARTICLES REQUIRED TO BE FURNISHED**

Each boarding pupil is required to furnish blankets, sheets, pillow-cases, white counterpanes, towels, and table napkins, for personal use.

### **POSITIONS FOR OUR PUPILS**

We often have applications for teachers who were educated at Greensboro Female College. Principals of schools frequently write us asking us to recommend to them some of our former pupils for assistant teachers. It is our rule to keep a list of all the young ladies who desire positions. We prepare them especially to teach, and then we recommend them to parties wanting teachers. In this way we help many of our pupils to pleasant and lucrative employment. Many of the young ladies who have recently graduated in our Business Department, in the Literary Department, and in the Departments of Music and Art, are now filling good positions in various parts of the country. A graduate of Greensboro Female College generally finds but little difficulty in securing a good position. In this, assistance is gladly given.

### **FOR FURTHER INFORMATION**

If anyone desires any information in reference to the College, which is not found in this catalog, the President of the College will be glad to give it. She

will correspond with parents in reference to the best plans for preparing their daughters for college, or with young ladies who desire to secure a collegiate education. Address all letters to her, as follows: Mrs. Lucy H. Robertson, President Greensboro Female College, Greensboro, N. C.



## SUGGESTIONS TO PROSPECTIVE PATRONS

1. It is of the utmost importance for every student to be on hand **the first day**, and remain until **the last day** of school.

2. Please do not write permission to your daughters to do anything which we prohibit in the Catalogue, such as receiving visitors during study hours and on the Sabbath, spending a night out of college, etc.

3. Don't give **general permissions**, such as allowing your daughters "to write to anybody and to see such visitors as may call." This virtually takes them from under all restrictions.

4. When giving your daughters permission to leave the city, always specify what day they are to return.

5. Please do not write your consent for students to discontinue a study without first consulting the president.

6. Excuses from standing examinations will not be complied with except for good **physical** reasons. If a student begins a study, she must stand the regular examination on that study.

7. **Special** students will not be allowed to enter any classes without standing regular entrance examinations.

8. We do not desire students whose parents want them to have privileges that we can not give to all students.

9. No permission will be given to go driving except with parents.

10. Upon your hearty co-operation depends the success or failure of our efforts to educate your daughters. **Our interests are identical.**

## LOCATION

The Piedmont section of the State of North Carolina enjoys in the most lavish degree a salubrious and healthful climate. Greensboro is right in the center of it. It is free from the severity of cold in winter, and is particularly delightful in summer. Its healthfulness is unquestioned. In this pleasant, thriving busy city of about 18,000 inhabitants, in the center of twenty-five acres of beautiful and spacious grounds on West Market Street, stands the imposing structure of Greensboro Female College.

As will be seen from the following map, Greensboro is a railroad center. It is easily accessible from all sections. On the eight railroads and their branches reaching Greensboro, forty passenger trains arrive and depart daily. It is the point of junction of the Atlantic and Yadkin Railway, the North Carolina Railroad, the Piedmont (or Southern) Railroad, and the Northwestern North Carolina, which, with their branches, lead south and southwest to Wilmington, Fayetteville, Bennettsville, and Charleston; north to Danville, Richmond, Washington, and beyond; east to Raleigh, Goldsboro, Newbern and Morehead City; southwest to Salisbury, Charlotte, Atlanta, Columbia, Asheville, and Knoxville; west to Winston-Salem Wilkesboro, and in the near future to Bristol, Tenn.; and northwest to Mt. Airy, Madison and to Roanoke, Va., and other points on the Norfolk and Western Railroad, and thence to Cincinnati, Chicago and the great northwestern cities.

Greensboro is noted for intelligence, refinement and morality, and is blessed with a climate mild and salubrious. The beauty, healthfulness, and accessibility

of the situation, the solid financial basis of its material prosperity, its high grade, the sound and elevated intellectual and moral tone of its surroundings, insure



a concentration upon this school of learning of intellectual and material resources and appliances for the higher education for women which can not be paral-

leled by any other community in this country. It is the best location in the State at which to build up a great female college.

The College building is heated by steam and lighted by electricity, and is connected with the city water-works. The building is large, commodious, and well adapted to school purposes, containing a spacious chapel, dining-hall, society halls, art studio, library, besides lecture, recitation and music rooms, parlors, and dormitories for 125 boarders. The sleeping rooms are large, well-ventilated and nicely furnished. The recitation rooms are provided with all necessary apparatus, and everything is arranged so as to be conducive to studious habits and good health.

Many people who have visited and gone over the building have expressed surprise to find the interior so commodious and so admirably adapted to school purposes. A view of the exterior of the building does not give a correct impression of the fine arrangement of the interior.

The corridors are large and in winter are heated by steam so that the young ladies going from warm rooms are not liable to take cold. The stairways are very wide, wisely located, and easy of ascent and descent. There are spacious exits in the front, in the rear and in the center of the building on each story, so that it would be very easy to empty the building in a minute or two in case of accident of any kind.

The pitch of each story is high—thus making the building very pleasant indeed. The young ladies are grouped in rooms on each story around the rooms of the teachers, and the teachers are required to look carefully after them at all hours of the day and night.

Everything is arranged and located with a view to convenience, health, study and comfort.

The building is of brick and covered with slate. It stands on the top of a beautiful hill, and the drainage is good, running off in every direction from the College. Nature seems to have designed the location for a female college. The College building is situated in the center of a lovely grove, which is enclosed and affords a fine campus for recreation and exercise.

# ALUMNÆ

The following list shows the number of graduates from the opening of the College in 1846 till its destruction by fire in 1863:

1848	6	1857	11
1849	6	1858	12
1850	14	1859	15
1851	19	1860	16
1852	7	1861	21
1853	12	1862	8
1854	9	1863	10
1855	8		—
1856	17	Total	191

Graduated elsewhere, between 1863 and 1874, under the administration of the same President, and on the same course of study, 51.

Since the reopening of the College in 1873:

1874	8	1891	29
1875	5	1892	42
1876	13	1893	23
1877	12	1894	20
1878	10	1895	25
1879	14	1896	27
1880	9	1897	11
1881	9	1898	8
1882	12	1899	7
1883	34	1900	7
1884	13	1901	7
1885	19	1902	7
1886	17	1903	16
1887	22	1904	9
1888	32	1905	5
1889	10	1906	8
1890	22		—
		Total	754

## ALUMNÆ ASSOCIATION

This Association was organized for the purpose of improving the social advantages incident to an annual gathering of former schoolmates and friends, and in order that the strength of a thorough organization might become available for the promotion of the general interests of the institution.

When a time of great calamity befell Greensboro Female College, and it seemed that the closing of its doors was inevitable, the value of an organized Alumnæ Association was fully demonstrated. Had our forces not been organized, concerted action in rallying to the College would have been impossible, and the greatest work of the Association, that of saving to the Church and to Methodist young womanhood this valued and honored auxiliary to higher Christian education could not have been accomplished.

With one accord the voice of protest against closing the College was raised, and the Association, under the leadership of its earnest and zealous officers, aided by many generous and noble-hearted friends, came to the rescue and bought the College; and, with faith almost unparalleled, opened the school at the appointed time in the fall of 1903, trusting to the Church in both Conferences to ratify their action, and to come to their support in this great educational enterprise; and their expectation has not been disappointed. Today the Alumnæ Association, with the two Methodist Conferences, stands pledged to keep open the doors of Greensboro Female College for the daughters of the Church, and to afford to them the inestimable benefits which they themselves enjoyed within the sacred precincts of Greensboro Female College, together with the ever-

increasing advantages for intellectual development which are demanded in this day of "woman's opportunity."

### OFFICERS OF THE ALUMNÆ ASSOCIATION

#### INCORPORATED

President—Mrs. Lucy A. Cunningham

First Vice-President—Mrs. W. H. Branson

Second Vice-President—Mrs. Frank Martin

Recording Secretary—Miss Nannie Lee Smith

Corresponding Secretary—Mrs. G. W. Whitsett

Treasurer—Mrs. E. L. Sides

The Association holds its annual meeting at the College on Tuesday of commencement week.

This Association has for some years been engaged in raising the sum of three thousand dollars (\$3,000) to be known as "The Lucy McGee Fund," in loving memory of Lucy McGee Jones, wife of Dr. Turner M. Jones, who for thirty-six years was the efficient President of Greensboro Female College. The object for which the fund is intended is that it may be a permanent endowment for the use of needy students. The annual income of one hundred and eighty dollars (\$180) is to be divided into three scholarships of sixty dollars (\$60) each, and to be loaned to worthy students of limited means. The committee has in hand more than two thousand dollars (\$2,000), the income from which has been aiding students for several years past. The Association is very anxious to complete the fund, and will be glad to receive contributions at any time.

Contributions to the Lucy McGee Fund may be sent



to the Treasurer, Mrs. E. L. Sides, Greensboro, N. C., who is authorized by the Association to receipt for same.

#### **LUCY MCGEE FUND SCHOLARSHIPS**

The committee now has on hand funds to yield an annual income sufficient for two scholarships. These scholarships amount to sixty dollars each, and are loaned to worthy students on the following conditions:

1. Applicants must be accepted by executive officers of the Association.

2. Scholarships will not be granted to the same beneficiary longer than for two years.

3. Other things being equal, preference shall in all cases be given to daughters of alumnae or former students of Greensboro Female College.

4. Any one desiring to obtain the loan of one of these scholarships must send a letter of recommendation from her pastor as to her general character, and a testimonial from her last teacher setting forth her mental attainments and habits as a student. The application containing these letters should be addressed to Mrs. Lucy A. Cunninggim, Greensboro, N. C.

## SCHOLARSHIPS

The Trustees of Greensboro Female College, desiring to extend as far as possible the advantages of the school to the young women of the State, have decided to afford such as desire to avail themselves of it an opportunity for self help while taking a literary course.

This aid is extended to those who are willing to render service in the dining room, or in other positions in the household, on very liberal terms.

For particulars, application may be made to the President of the College.

## HISTORICAL SKETCH

The history of Greensboro Female College antedates by many years that great civil struggle which may be regarded as the water-shed dividing those two great streams of life, the old and the new South, and stretches back into that remote and somewhat vague and hazy period so often referred to in Southern parlance as "before the war."

Chartered in 1838, it is the second oldest chartered college for women in the South, and was among the first institutions of learning for advanced education of girls at a time when the merest rudiments of learning, with a few shallow accomplishments, were considered all the intellectual development required in the restricted sphere to which women were relegated.

This elder daughter of the Methodist Church in North Carolina was called into existence by generous-hearted, large-brained men who realized that the Church owes to her daughters as good intellectual training as to her sons; and with almost prophetic insight, seeing that the service of Christian womanhood was to become an important factor in the great work of the evangelization of the world, they provided for the accomplishment of this mission by giving to the girls of the Church opportunities for both heart and brain culture.

Owing to delay growing out of widespread financial depression in the country at large, the cornerstone of the building was not laid until 1843. In 1846 it was ready for occupancy. The following fall, Rev. Solomon Lea, a man of scholarly attainments, was chosen president, and with an able faculty the school was

opened to the girls of North Carolina, and, indeed, to the entire South, for in those days of paucity of schools for advanced education of girls, the College drew to itself many from the far Southern States, who came by stage coach or by private conveyance to avail themselves of advantages not afforded, at that time, in their own states.

On the resignation of Mr. Lea, Rev. A. M. Shipp, of South Carolina, was chosen as his successor, and administered the affairs of the College wisely for three years, after which he resigned and accepted a professorship in the University of North Carolina.

Dr. Shipp was followed by Rev. Charles F. Deems, D. D., who was afterwards so widely known as the pastor of the Church of the Strangers, in New York City. Under Dr. Deems the patronage was largely increased, and the College enjoyed an era of great prosperity. Doubtless the intellectual vigor and robustness of character possessed in a marked degree by Dr. Deems were powerful molding factors in the life of the College, and have left a lasting impress.

The fourth in this honorable line of succession was the man whose name was so long associated with Greensboro Female College, that in the memories of a large proportion of the old pupils of the College, from 1854-1890, the two are inseparable; and at the name of Rev. T. M. Jones, D. D., hundreds of "old girls" rise up and call him blessed. Dr. Jones was a Christian scholar and gentleman of the "old school" type, than which no higher has been developed; and his refined and polished manner gave him peculiar adaptation to the position at the head of a school for girls. Thirty-six years of abundant and fruitful labors in

the cause of woman's education place him in the front rank of educators, not only in his own State, but in the South.

It was during the presidency of Dr. Jones, when the College was in one of the most flourishing periods of its history, that a great calamity befell it, in the destruction of the building by fire, soon after the opening of the fall term in 1863. This misfortune necessitated a suspension of the school for ten years, though during that interval Dr. Jones, with practically the same faculty, was pursuing his beloved work at other points in the State.

No sooner had the country begun to recover from the business paralysis resulting from war's terrible devastation than the North Carolina Conference began to take steps for the restoration of Greensboro Female College. The cornerstone of the new building was laid in 1871, and phoenix-like, the College arose from her ashes to enter, August 27, 1873, upon a new career of usefulness and prosperity along educational lines under the guidance of her same president and members of the old faculty.

The Church, in common with other institutions as well as individuals, was embarrassed financially after the war, and, in spite of heroic struggles, was unable to discharge the debt incurred in erecting the new building, and it seemed impossible for the Church to retain ownership of this beloved daughter of the Church. At this crisis a syndicate of prominent laymen, actuated by the generous purpose of not allowing the College to pass from the control of the Church, purchased the property in 1882, and held it subject to the control of a Board of Directors, for educational

purposes, and as a school for the Methodist Church in North Carolina.

Through these changing fortunes Dr. Jones continued at the head of the institution until his greatly-lamented death in June, 1890, when Dr. B. F. Dixon was chosen to succeed him. Dr. Dixon, by his genial, kindly nature, greatly endeared himself to his students, and during the three years of his presidency he attracted large numbers of girls to the College, and brought to it a very large patronage.

Dr. Dixon having resigned in the spring of 1893, Dr. Frank L. Reid, at that time editor of the *Raleigh Christian Advocate*, was elected President of the Faculty, entering upon the duties of the position with vigor and earnestness. For one year he gave to the College his best thought and energy; but in the midst of what promised to be a most successful career, at the beginning of the fall term of 1894, he was suddenly called by death from earthly activities.

Up to this point in its history, the College had been presided over by able and scholarly ministers of the Methodist Church. At this juncture a departure from previous traditions was made by the election of a layman to take the helm and guide the course of this honored old institution. The Board of Directors realized that in the able and scholarly young educator who, for six years, had filled a professorship in the College, they already possessed the man who was endowed with all the qualifications requisite for the position, and Dr. Dred Peacock was called to the responsibility of directing the affairs of the College. With characteristic progressiveness of spirit, the first step of the

new President was the complete re-organization of the College courses according to the most modern methods, and a general expansion of the work by enlarging the curriculum and providing better facilities for study by means of well-equipped laboratories and improved appliances in the various departments. Under his administration the College enjoyed eight prosperous years.

In the spring of 1902, Dr. Peacock having suffered several years from ill health, was urged by a prominent specialist of New York to give up his educational work and to engage in more active business life as a means of restoration to health. Acting upon this advice, Dr. Peacock offered his resignation, and the Board of Directors decided upon another innovation in the election of the lady principal, Mrs. Lucy H. Robertson, to the presidency. Mrs. Robertson had been connected with the College eighteen years of her twenty-five years spent in teaching, and having filled several different departments in the College, she was thoroughly conversant with all its workings, its aims, and its needs, and so was enabled to adjust herself to the new relations without any of the friction that might so easily arise in the inauguration of a new administration.

The friends of the institution feel assured that it will be her constant purpose and endeavor to maintain the high standard for which the College has ever stood from its foundation. In the four years of her presidency, she has manifested a spirit of progress that shows her to be in full touch with the advance movement which has characterized the history of the school.

Further re-organization of the course of study has

been made by which the requirements for graduation have been made equal to those of any, and in advance of most Southern Colleges for girls. The social life of the students is also emphasized, and is provided for with as much care as any portion of the school life, for it is a cardinal principle with Mrs. Robertson that while rigorous mental training is essential for strengthening mind and character, it is no less important to cultivate the graces and amenities of life, in order that an intellectual woman may be fitted to adorn any social circle she may enter, and so become an important factor in the purification and elevation of social life. The three-fold nature of a human being is ever kept in mind, and when the physical and intellectual well-being has been considered, the College does not regard her responsibility as ended, but seeks to touch and elevate the moral sensibilities of each pupil through the usual means of religious instructions, as well as by constant appeals to lofty motives, and by the presentation of high moral standards and pure ideals of life. Thus does Greensboro Female College strive to attain that full fruition of perfect education for girls—a well-rounded, womanly character; and thus will she continue to follow her own lofty ideal, which, like one increasing purpose, has run through the whole course of her history.

At the close of the session 1902-'03, the Board of Directors, under whose management the College had been carried on from 1883, decided to close the doors of the institution. This action of the Directors came with the force of a stunning blow to the alumnae and other friends of the College throughout the State, and at once there was a strong protest against it, the



alumnae especially feeling that they, as loyal daughters, must come to the rescue of their alma mater and prevent her usefulness from being destroyed.

With great unanimity of sentiment, the alumnae put forth the most strenuous efforts to arouse the interest of all former College students, as well as of the ministers and laity of the Methodist Church. Their faith and zeal were rewarded in the providential raising up of many friends to the institution. Through the unremitting labors of the alumnae and their friends the amount necessary to buy the College was secured, and in the fall of 1903 the school was re-opened under the auspices of the Alumnae Association. Notwithstanding the fact that there was only one month between the purchase of the property and the date of opening, the outlook for the school year was very encouraging, with an enrollment of 106 students.

When the Conference met in the fall of 1903, a committee, on behalf of the Alumnae Association, presented the interests of the College to each Conference, through its respective Educational Board, asking for the co-operation of the Church in raising an endowment fund and in otherwise re-establishing Greensboro Female College on a firm basis; and recognizing it as a Conference School. Both Conferences gave a favorable response to this petition, but final action was not taken until after further joint consideration of the matter by a commission appointed from the Educational Board of each Conference.

This joint committee met in February, 1904, and after a careful consideration of the subject in all its bearings, reported favorably on the adoption of the proposition from the alumnae as presented by their rep-

representatives. This action was very gratifying to the friends of the institution, who felt that its future was assured, with the great body of the Methodists of North Carolina as sponsors for its welfare.

In the midst of this satisfaction and feeling of hopefulness for the future of the College, a sudden calamity, like a bolt from a clear sky, destroyed, for the time being, all the bright hopes that had begun to cluster about the beloved alma mater of hundreds of the women of the State. On the morning of February 18, 1904, for the second time in its history, Greensboro Female College was a prey to devouring flames, and in the cold gray of an early winter dawn the faculty and students watched with pale and awe-stricken faces, and with tearful eyes, the crumbling walls of their College home, for few, if any, felt at the moment that the beloved old school would ever rise from its ashes to shelter again bright, ambitious young girlhood. It seemed as if nothing but fond memories would remain to cling about those ruins, even as the ivy still kept its fresh green in the midst of the consuming flames, and with closer twining tendrils seemed to cling closer to the walls of the College in its hour of adversity than in its time of prosperity. But even from the bosom of the cloud enveloping the scene hope, with bright face, whispered to the hearts of some in that grief-stricken group that the end was not yet; and some more highly endowed with faith and indomitable courage than others, declared "Greensboro Female College shall live again." This spirit was caught by others and hope was kindled again in many

hearts, so that before the students dispersed to their various homes assurance was given them that the College should be rebuilt.

This promise, in face of circumstances, seemed rash indeed; but back of it stood men and women who were accustomed to undertake great things, with faith in God and in themselves, and these went earnestly to work to arouse like faith and courage in others. With what success, let the new Greensboro Female College, rising in stately beauty upon her own hill-top, surrounded by a campus of surpassing loveliness, testify.

To many the result has seemed little short of miraculous, and today the College stands as a monument to what men and women, actuated by a lofty purpose, and endowed with unfaltering faith and courage, can accomplish.

Destroyed on the eighteenth of February, and lying in its ashes until the eighteenth of July, the interim being employed in securing pledges and contributions for rebuilding, the College was re-opened on October 12, with the largest registration of students on opening day that the grand old institution has ever known. This was the earnest of a prosperous year, during which the enrollment reached 146, a number seldom exceeded in former years.

During the scholastic year (1904-'05), the blessing of God rested upon the institution and upon its labors. The health of the school was unsurpassed, not a serious case of illness having occurred among students or faculty. Notwithstanding some inconveniences, which were cheerfully borne, the faculty feel that no better or more satisfactory work has ever been accomplished in the institution than that of the

session following the fire; and with the expectation on the part of the Trustees of completing the building and equipment during the coming summer, the session of 1904-'05 closed with a hopeful outlook for the re-opening in the fall.

This expectation was fully realized, for when the fall term opened in September, the accommodations in the dormitory were found inadequate to the large number of students applying for admission. Much work had been done during the summer, and the East wing was completed under the efficient management of Rev. Walter M. Curtis, who had been elected Secretary and Treasurer, entering upon the duties of the position with intelligence and vigor. Under his superintendence work was continued on the building throughout the year; and now, as the session draws to a close, the handsome extension in the front of the building is completed, adding greatly to the attractiveness of the exterior, as well as to the commodiousness of the interior.

The session of 1905-'06 has been one of unparalleled prosperity. The building has been filled to its utmost capacity, the enrollment having reached 184, while numbers of applicants have been turned away for lack of room. This inability to accommodate all who desire to come is a source of regret to all concerned in the management of the institution, and the Trustees have planned to provide additional dormitories before the opening of another session, in order that all who desire to participate in the advantages which G. F. College offers to the young women of our state may be enabled to have the opportunity. An appeal has been issued by the Trustees for an endow-

ment of at least \$100,000, and when this is secured the College will be able to enter upon a larger era of usefulness to the cause of education. About \$20,000 of this amount is already pledged. Surely the Methodists of North Carolina will rally to the support of this, their oldest College for women, and by completing the endowment, place it upon a broad and assured basis, thereby enabling it to continue to be, as it has been in the past, a dispenser of the rich blessings of education to generations of women.

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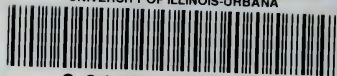


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